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COLLEGE SUCCESS PROGRAMS

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LASSI IN ACTION
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NEWSLETTER
THAT ALLOWS
PROFESSIONALS
TO SHARE THEIR
EXPERIENCES
WITH LASSI
ASSESSMENT.
WE WELCOME
YOUR FEEDBACK
ON LASSI, AND
WE LOOK
FORWARD TO
SHARING YOUR
SUCCESS
STORIES.

Five A's For Success

Kathy Demarest, Lower Columbia College

At Lower Columbia College, the LASSI has been used for pre- and post-evaluation each quarter over the past two years with students who enroll in College Success 100. At the beginning of the quarter, students use the first administration to get a baseline of information — strengths and weaknesses that might impact their ability to succeed in college. At the end of each quarter, they use the second administration to measure any change.

As an innovation, now instructors have decided to coordinate the LASSI scales with instruction, class activities, and student reflective writing. Several instructors use LASSI, and this discussion highlights some effective uses.

Once the LASSI first administration is completed, all students write a personal summary of the results. They comment about the validity of the results as they reflect on their past experiences as a student. Some personal summaries take on a more directed approach. For instance, one instructor asks students to focus on the weak areas reported by LASSI and identify the chapters of the college textbook (College Reading and Study Skills by K. McWhorter) that will be most important to them, and with their LASSI results, students identify the strategies that will be most useful to their improvement.

At the beginning of each chapter or new skill, several instructors have students write a reflection paper that asks each student to examine more closely his/her needs and strengths in a specific area

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(time management, memory and learning, note-taking, textbook reading, test preparation and test-taking). Then, as the reading, class discussion, and activities proceed, students reflect on paper the knowledge, skill, and strategies that become part of their new learning. At the culmination of a unit or chapter, students complete the third step of the reflection paper in which they write about the new uses, actions, or behaviors these skills and knowledge now provide. They are encouraged to report how they actually use the strategies in their other college courses.

In fall 2004, College Success 100 instructors collaboratively wrote a process paper to guide students through the steps of critically evaluating their progress in student success. Drawing from the use of the

reflective paper, as well as guiding students to set their own goals and later report on what they had learned, a packet entitled Five A's for Success was written on each major course topic (time management, memory and learning, note-taking, textbook reading, test preparation and test-taking). Within each packet, students use LASSI to Analyze their strengths and weaknesses on that particular topic. They identify a personal Aim in regards to the analysis and keep notes of the knowledge and skills they Achieve. In the fourth step, they list their Actions now in use, and last they Assess their results from the second administration of LASSI. After one quarter's use, instructors report that the packets make the correlation between LASSI and course objectives more clear.

LASSI is used on some occasions to group students according to similar scale scores. For instance, students who score similarly on the LASSI Test-Taking score (TST) openly discuss when they recognize that many feel the same way and have similar difficulties. The group lists on poster paper some of the most distressful things about tests. Commonalities appear on the lists. These lists, then posted on the walls in the classroom, are the focal points for class discussion, activities, and skill building. In addition, the poster lists are used at the end of the unit for review and a closing discussion to ensure that all questions have been addressed. At other times, pairing students with non-equivalent scores can provide a partnership to foster peer learning while the two

students work on a class activity or project.

When students in all course sections complete the second administration of the LASSI, they are asked to assess the results. In some classes a full summary comparing the change in each scale score is required, while in other classes a general comparison of scores from first to second administration is done. In yet another, a letter which begins – “Dear Kathy, I don’t need you anymore” encourages students to look to the future with the positive skills and knowledge they have gained. As they reflect on the skills gained, they are able to see that success in this course opens the door to new challenges.

When students use the first LASSI scores, they express personal aims for improvement

and tend to take more responsibility for learning. If the instructor correlates the text readings, class activities, and content learning with a student's individual aims, the depth and direction of the learning is in the hands of the student. Through team discussions and reflective writing, students make connections between their aims, their achieved learning, and their actions. By using the LASSI as pre- and post-evaluation, instructors can enable students to be active participants and take responsibility in their journey to become a more successful college student. For most students, it is affirming. Seeing the gains they made by the end of the quarter, self-assessment of the LASSI end scores helps students recognize changes in their actions and behaviors. As one student wrote, "Dear Kathy, I don't need you anymore. I am a very different student now."

Five A's to Success

Time Management: How do I have time for life?

Introduction:

Learning a new task or skill takes knowledge, practice and time. The first step towards change is to set a personal goal for achievement. It helps to motivate and focus the direction of learning. What do you do if you encounter difficulty? Seek out help from others, try a new direction or give it more time. How do you know when you have learned or achieved the goal? By doing some assessment of your skills and some self reflection of your accomplishments, you can evaluate your progress that you have made.

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Directions:

Five A's to Success will give you a road map to help you through the process.

Analyze, Aim, Achieve, Act, Assess

There are guidelines at each step. In order to clearly make progress, you should follow the timeline of due dates.

Analyze: Look at the TMT, MOT, ATT scores of your LASSI. If it is below 75%, you may consider making some changes in the way in which manage your time. Think about your answers to these questions:

1. Do you keep appointments on a calendar or daily planner?
2. Do you avoid breakfast or lunch to save time?
3. Is your "in box" always overflowing?
4. Do you make time – at least a little bit – for yourself each day?
5. Do you shop for groceries more than twice a week?
6. Do you wonder how other people are able to get things done and still remain calm?
7. Do you have good intentions of getting that work done, it just doesn't seem to always happen?
8. Do you have trouble just getting your- self to sit down to begin homework?

On a separate sheet of paper, write a paragraph summarizing your analysis of the skills you have. Do you want to make a change? Do you believe that you can/should change? Why? Why not?

Due date: _____

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Aim: A good plan starts with goals. List two things that you would like to learn in regards to managing time. These are things that at present you do not know how to do.

I want to learn to:

a. _____

b. _____

Many times, we just need more knowledge and/or practice and time to improve our skills. List two things that you would like to improve upon in managing time. These are things that you know something about, but need some more knowledge or practice.

I want to improve:

a. _____

b. _____

Due date: _____

Achieve: On a separate sheet of paper you will take notes from your class discussions, textbook reading, and other source learning about this topic. For each day of class, you should write in your notes what you learned about time management, motivation, and/or

attitude. In addition, list what you do when, or if, you had difficulties in reaching your aims. What other strategies or resources did you use? Attach those notes to this project.

Due date: _____

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Act: On a separate sheet of paper list the actions/strategies that you personally now use with this new knowledge, gained experience, and practice. Be specific. Some examples could be:

- Keeping daily to-do lists.
- Using a daily planner.
- Setting aside time for yourself or other priorities that you have each day.
- Setting aside time for your homework.
- Turning off the TV when you do your homework.

Attach that list to this project.

Due date: _____

Assess: At the end of the quarter, you will again take LASSI. At that time you will compare your scores in TMT, MOT, ATT. But that is not the only means to assess your progress. Your own personal self reflection should give you a sense of whether or not your aims were achieved. Write out your self reflection including a discussion of your LASSI scores. Attach it to this project.

Due date: _____

LASSI In Our Student Success Program

Annecy Baez, Ph.D.

Lehman College/City University of New York

The LASSI was first used during the 2005-2006 academic year to assist students towards achieving their academic goal. It was part of our Student Success Program at the Counseling and Personal Development Center. The Student Success Program incorporates the following: a LASSI screening, study skills counseling and participation in our student success workshops.

Students learned about our study skills counseling through our newsletter, flyers, student success workshop, or faculty referral. Once a student was referred, they attended one to three study skills counseling sessions. The first session focused on administration and review of the LASSI results and the second and third session focused on developing a plan of action for improving areas that required remediation. Many of our students also completed the online LASSI modules (Becoming a Strategic Learner) or were referred to our study skills workshops and tutoring. If the student needed personal counseling to assist them in clarifying personal and academic concerns, then the student was referred to a personal counselor.

Students reported positive benefits from taking the LASSI and attending our study skills counseling sessions. The LASSI was easy to administer online, and provided quick results that could be immediately reviewed with the students. In addition, the students enjoyed the ability to use the online educational module as a supplement to the individual work they were doing in study skills counseling. Students were thankful for the services offered at the Counseling and Personal Development Center, they reported using many of the strategies learned and persisting towards the next semester because of this intervention. We will continue using the LASSI this coming academic year.

The LASSI at City University of Hong Kong: An Information Systems Approach

Dr. Eva Wong and Dr. Kevin Downing

Introduction

At City University of Hong Kong, our experience with LASSI began in 1996. In the beginning LASSI proved to be a useful tool for individual students and teachers in terms of analyzing and improving particular skills and strategies. Over time we have found it valuable to integrate LASSI results with other information in the University. This paper is a brief description of that ten-year history.

The Hong Kong Universities General Council (UGC) has issued a mandate on the adoption of outcomebased teaching and learning (OBTL). That mandate requires a four-year curriculum and places responsibility for providing evidence for effective student learning squarely upon the University. Therefore, it was decided to use the LASSI as one institution-wide measure of the effectiveness of the learning environment, and of the 'added value' that City University provides to students. This decision was made following a pilot run involving some 1,800 volunteer freshmen from the September 2005 intake. In September, 2006 the LASSI was made compulsory for all freshmen at City University. Handling the LASSI and other institutional data for approximately 5,000 new students who would take the test three times during their undergraduate careers (entry, interim and exit tests) clearly required a more integrated approach with our institution-wide information systems.

The LASSI data system provided by H&H worked well for

programme-level or even departmental purposes, but it was not sufficient for managing the large data sets generated and used at an institutional level. Therefore, we worked with H&H to develop a system which clearly identified each student who completed the LASSI and allowed the data to be stored centrally at City University for further analysis.

The Information Systems at City University

The integration of administrative systems to achieve better efficiency and effectiveness is one of the main objectives of City University's information technology strategy. The student information system (SIS) used at City University is SunGard SCT Banner which was purchased in mid-1997. In February 1998, Admissions went live as the first module of the SIS. In the ensuing years, implementation and development continued on the student system and by 2000, City University had a fully integrated SIS, from admissions to graduation, with a suite of web-based functions to deliver services directly to end users. Once the student system was established and functioning well, human resources went live in 2001, followed by an alumni system in 2002. Given this context, it was decided that AIMS (our internal name for the Banner system) would be used for student identification for LASSI completion. Therefore, in common with all other student related data, the resulting LASSI data of individual students would be stored inside AIMS so that more detailed analyses and correlation with other data is facilitated.

Integrating the LASSI with City University Systems

With students required to take the LASSI on three separate occasions as their undergraduate study progresses, it is crucial that only designated students are allowed to complete the questionnaire at specific time frames; in other words, freshmen on entry, Year 2 students in semester three, and graduating students in their final semester. Consequently, the Enterprise Solutions Unit, which is in charge of administrative computing at City University, developed a programme in AIMS which checks students' IDs for their privilege to take the LASSI. This programme was then released to the University e-portal, the most familiar interface for students, to make it possible for only designated students to complete the survey. As soon as a designated student is identified, the programme automatically connects him/her to the LASSI system and provides LASSI with our invoice number, school number, student ID, student name and email in order to allow each student to complete the questionnaire. Once the student starts completing the questionnaire, he/she is in the LASSI environment and the normal functions and features of LASSI are available. On completion, the student can print out a copy of the results for personal records, and the raw data are stored in the LASSI system. H & H Publishing then provided a tailor-made programme to allow City U personnel to do a batched download of our students' LASSI data on a routine basis. This data download includes full responses to the 80 questions and the consolidated percentiles of the 10 LASSI items with a date stamp to mark when the test was

taken.

These batches of data are then uploaded into our Banner system according to the student IDs so that individual LASSI data pertaining to each student is stored together with the individual's other academic and related data. This final step allows us to track the number of times each student has completed the LASSI survey, and prevent ad hoc completions which might confound our results. With the LASSI data properly stored in AIMS, we can now use the standard web functions to make the results available to individual students as part of their academic and learning profile. Our students are used to getting their academic and other related information via the University e-portal which provides single sign-on facilities to AIMS. By making the LASSI results a composite part of their records on AIMS, student retrieval is easily facilitated within their familiar learning environment.

Conclusion

In addition to providing easy access to their own results, aggregated results from the entire class in any course are provided to teachers in order to allow them to assess the relative strengths and weaknesses in learning and study strategies for their classes and devise appropriate teaching and learning activities which address the specific identified learning needs. The system used to disseminate this information is our elearning platform, Blackboard Academic Suite and every credit-bearing course at City University now has a Blackboard component which contains class based LASSI information. Using the single sign-on function between

Blackboard and AIMS, the ESU has provided a further programme which ensures that the aggregated LASSI results from each course can be accessed by the corresponding teachers via the standard class list function. All academic staff are familiar with the University e-portal which provides access to their Blackboard courses and by successfully integrating the LASSI scores into our standard information systems, we have ensured that both students and teachers are better informed and can readily use this data to improve our learning environment. Finally, this combination of systems has allowed those responsible for institutional research to ensure that data from a variety of sources is integrated for more efficient analysis and publication. Consequently,

university staff take a renewed interest in both the practical and academic uses of the LASSI, some of which is evidenced in the publication list which has resulted from this initiative, and City University has taken another important step to ensure that improvements in our learning and teaching environment are demonstrably student-focused and data driven.

Publication List

Downing, K.J., Shin, K., & Wong, E. (2006) 'Social and Cultural Factors in Metacognitive Development. IUT.' (Improving University Teaching) 31st International Conference, Dunedin, New Zealand, July 2006.

Downing, K.J., Cheung, H., Shin, K., & Wong, C. (2006) 'Thinking About Thinking Online.' International Conference on ICT in Teaching and Learning, The Open University of Hong Kong, July 2006.

Downing, K.J. & Shin, K. (2006) 'Developing Metacognition with LASSI Online.' International Conference of the Asia-Pacific Educational Research Association, Hong Kong Institute of Education, November 2006.

Downing, K.J., Kwong, T., Shin, K., Lam, I. & Chan, B., (2007). 'Does problem-based learning enhance metacognition?' International PBL Symposium 2007 – Reinventing PBL, Republic Polytechnic, Singapore, March 2007. (Invited paper).

Downing, K., Ho, R., Shin, K., Vrijmoed, L. & Wong, E. (2007). 'Metacognitive Development and Moving Away.' *Educational Studies*. Vol.33, No.1 1-13, 2007.

Using the LASSI in Student Learning Support Services

Sara Bayeri, Belinda Bryce and Paula French

Rochester Institute of Technology

For the past several years, various academic support areas at the Rochester Institute of Technology (RIT) have employed the Learning and Study Strategies Inventory (LASSI) in our work with college students. In this article, we will discuss how we use the LASSI at RIT as a diagnostic tool, for academic coaching, and for instructional purposes. We have found the online LASSI to be a valuable instrument in RIT programs such as, the HEOP summer preparation program, the Academic Intervention and Mentoring Program (AIM), and the College Restoration Program (CRP). The LASSI is also used for individualized study skills coaching through the RIT Academic Support Center (ASC).

Using the LASSI as a Diagnostic Tool:

In terms of its diagnostic properties, the LASSI provides helpful information when assessing students who are entering RIT, the College Restoration Program, an intensive intervention program for students facing academic suspension. The LASSI's ten subscales provide information in two broad areas--cognitive strategies and effort-related strategies. For example, students who score low on the Information Processing Scale may have difficulty employing active elaboration strategies to connect new learning with existing knowledge. Low scores on the Motivation Scale suggest that the student needs to increase self-discipline and effort to complete academic requirements. We use the LASSI results to determine the main causes for poor performance and to guide

students in setting realistic and concrete goals to improve their academic standing. A student with a low score on the Information Processing Scale may benefit from summarizing course notes in his/her own words or creating a graphic organizer for consolidating information. A student with a low score on the Motivation Scale would be encouraged to set specific study goals; for example, read and text-mark one chapter twice a week before socializing with friends. Our study skills and time management curricula include a wide range of strategies to help students in all the cognitive and effort-related areas of the LASSI.

Using the LASSI in Academic Coaching:

The online LASSI tool can help strengthen the individual

coaching experience between students and academic support professionals. Academic coaching at RIT has been used to assist students who are experiencing barriers to their academic success. When the LASSI is given to students prior to the academic coaching appointment, it allows the coach to assess the student's strengths and weaknesses. Proper preparation and previewing of a student's LASSI results can help gauge the direction of the coaching process even prior to the initial meeting. Once coaching staff begin meeting with students, they can use the LASSI results to identify areas in which the student is struggling and introduce important academic success topics. Previewing results in all of the LASSI categories encourages the student to be

self-reflective and to identify areas for improvement.

RIT uses the LASSI in many different areas. Two programs that have found it successful for academic coaching are the AIM Program and the ASC individual study skills coaching.

AIM is a pilot initiative that provides various levels of intervention to promote student retention. AIM Learning Assistance targets first year students to encourage academic success in all courses, with a focus on those identified as historically difficult. The focus is on helping students identify barriers to their success and to connect them with the appropriate campus resources. Every student entering into learning assistance through the AIM Program takes the LASSI prior to the intake meeting. It has been a vital tool in guiding

conversation and assisting in self reflection. The Learning Assistant goes over each student's individual results and uses the LASSI's scores to identify areas of struggle. In study skills coaching through the ASC the LASSI is used on a case by case basis. Although not all students who utilize study skills coaching take the LASSI, it has been a great resource for the study skills coach in identifying areas of academic struggle with students who have multiple challenges. It can also help prioritize the student's needs and what skills areas should be focused on for improvement.

Using the LASSI in the Classroom:

The LASSI is a foundational component in the curriculum of three academic strategies courses at RIT: HEOP,

Academic Strategies, CRP
Academic Strategies, and Applied
Study Strateg

ies. While each class is focused on addressing varying levels of student need, the LASSI tool delivers a valuable learning opportunity that is universally helpful to students at all levels. The class investigates the LASSI in two different ways - through class lecture and discussion and then through a writing assignment. Prior to the lecture and class discussion, students take the online LASSI survey. This allows students to come to class with knowledge of and questions about their individual scores, which helps to engage them in a productive discussion. The class discussion is focused on the multi-facets of academic success, paying careful attention to the scales that relate directly to the learning process, but also examines the important relationships existing between the

scales. This discussion then guides students to reflect on their individual scores as they are asked to complete a writing assignment exploring their own strengths and weaknesses in each of the LASSI categories. The assignment allows for greater self awareness and helps students to focus on using their strengths to create goals for improvement. Using the LASSI tool in the classroom sets a framework for topics of academic skill sets, behaviors, motivation and attitudes toward academic success.

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LASSI Success Stories

**Sarina Corsi, EdM. and Lisa Semenoff, MA.
Stenberg College**

Stenberg College is an accredited private post-secondary college located in Surrey, British Columbia, Canada. We offer a wide range of health sciences and human services diploma programs. All of our programs include a study skills and life skills component, typically in the first week with orientation. Since 2006, study skills outcomes have been met using the Web LASSI and, in addition, we have subscribed to the LASSI instructional modules to support our students' on-going academic success. The Student & Faculty Support Instructor provides tutorials and offers workshops to Stenberg students with LASSI modules.

Stenberg believes that the strength of LASSI for use at the beginning of each program is that it sets up students to utilize their critical thinking skills by applying new strategies to old study habits that are no longer effective.

Based on their LASSI assessment, students are then assigned various LASSI modules to address their academic and personal management skills needing attention and improvement. They complete an assignment, specifying goals and strategies address LASSI areas identified in a lower percentile range. LASSI assessments, as well as a copy of this assignment, is then kept in student files so results can be consulted if academic or personal support is needed later in their program.

- LASSI is used in our Practical Nursing Program with tremendous success. Students have found that LASSI provided them with a foundation where improvements to their study habits could be discussed, developed and implemented. The modules were user friendly and gave helpful techniques on making slight improvements which allowed for a less stressful transition into their nursing program. Specific student comments on LASSI from recent course evaluations include:

"It was very helpful to see some strategies on how to reduce my test anxiety."

"LASSI helped me to focus on improvements I can make to my study habits."

"LASSI is a great benefit to all students."

Individual students are supported through the continuing use of LASSI during their program. As a specific example, the Student & Faculty Support Instructor tutored a student who had severe test anxiety. After completing the activities in the Anxiety module, the student recognized strategies that could be useful. Within a few sessions of implementing strategies from this LASSI module she was able to reduce her test anxiety and make a marked improvement in her exam results, increasing her average test scores by 20%.

Another student benefited from the time management LASSI module. This student was having great difficulty with time

management skills and this was impacting his study habits. As he had been put on academic probation, he was mandated to sessions with the Student & Faculty Support Instructor. The LASSI Time Management module helped him to implement a new attitude towards time. He became more productive and successful in his coursework and was removed from academic probation.

The experience with LASSI at Stenberg College has enabled students to evaluate their own strengths and weaknesses in their study habits. The application of LASSI to our orientation programs and to the on-going support systems in place at the College has provided a foundation for the academic and strategic learning success of our students. We believe that a student with strong study and personal management skills will, in turn, better transition into their role as a health or human services professional.

LASSI Helps Lehman PASS

Jasmine Jusino-McGilchrist, M.S.Ed., Lehman College/CUNY

The Spring 2009 semester marked the fourth year of administering the Learning and Study Skills Strategies Inventory (LASSI) at Lehman College. This survey is an integral part of the Program for Academic and Student Success (PASS). This program is primarily targeted to incoming freshmen but is open to all students; and seeks to help students adjust to the rigorous demands of higher education both academically and personally.

PASS is advertised through freshmen class presentations and on-campus outreach activities. Students are generally self-referred but may be referred through other sources such as academic advisement as well. The first session consists of a LASSI screening via the online utility and an exploration of the LASSI results. Subsequent sessions consist of study skills counseling and are typically scheduled for two or three meetings.

LASSI has had a positive impact in building and/or reinforcing student's academic self-efficacy. The subscales help students to compartmentalize their scholastic competencies; thus, broadening an often dichotic pass or fail mentality. Reviewing the results validates the students' areas of strength. Likewise, it allows for a discussion of areas of improvement. Highlighting both areas of strength and improvement help to normalize college as a transitional time of life. This is true no matter if the student is an incoming freshman or a returning adult; both types of students are in the process of establishing their academic identity and its

associated traits. The self-regulation scales of Time Management, Concentration, Self Testing and Study Aids are the areas that students seek to improve most often. Perhaps these subscales are more approachable than a self-induced subscale such as attitude or information processing. Nonetheless, part of the intervention is helping students to make connections on how all ten subscales impact one another. In this way, academic success becomes more attainable as students can rely on their areas of strength while developing one or two areas of improvement.

More importantly, the LASSI results are discussed within the context of the person's life circumstances. Since Lehman is an urban, commuter college, being a college student is just one of many life roles students embody. In some cases, LASSI sessions serve as a gateway to personal counseling and in most cases it serves as a liaison to on-campus resources such as the Tutoring Center, Career Services, Disability Services, Academic Advisement, Student Life, and other relevant services. Overall, administering LASSI as part of PASS appears to serve as a stress management intervention. Academic stress is an evitable part of the higher educational experience and LASSI helps students to manage this pressure while striving for scholarly success.

**Employing LASSI in a Proactive, Preventive Model:
Academic Enhancement at the University of Kentucky
Jim Breslin, University of Kentucky**

At the University of Kentucky, Academic Enhancement is charged with positively impacting the academic experience of each student and aiding in student transitions. The LASSI has become a powerful tool that Academic Enhancement staff have employed in various ways to help students see that being a "good student" is something that is and can be learned. Specifically, the LASSI has been very effective when used in individual academic consultations, Study Smarter Seminars, and customized seminars.

Individual Academic Consultations

As Academic Enhancement was created and began operating almost five years ago, it was apparent that a demand existed for students to have a one-on-one appointment with someone who could focus on their specific need regarding study strategies, learning styles, etc. Not quite counseling and not quite advising, academic consulting has become one of Academic Enhancement's most popular programs while utilizing the LASSI as a foundation and initial focus when working with each student.

Often referred to by faculty, advisors, or other student affairs staff, students self-schedule for an academic consultation and meet with graduate students who receive specialized training, including effective use of the LASSI. When students come for their first one-hour consultation, they take the paper LASSI. The academic consultant scores the LASSI with the student, providing instant feedback, then review the scores and discusses how to interpret

them.

Students consistently react well to this information, often relieved to be able to assess their skills in a concrete way.

The next step is helping the student identify what they are doing well and what goals they want to set for the future.

Academic consultants are trained in ways to discuss each of the ten scales on the LASSI and Academic Enhancement has created more than 100 handouts or tip sheets that are sorted by which scale they apply to. Once students set their goals (i.e., "I want to take more effective notes in class"), the discussion focuses on ways to improve certain skills, often including the materials that were designed to complement a specific LASSI scale.

Finally, after a consultation ends, Academic Enhancement

staff record each scale in an online system that builds a profile of each student who comes for consultations. In addition to the LASSI scores, academic consultants add notes, including the goals the student set, what strategies or techniques were discussed, and what specific measures the student chose to track their progress. When students choose to return for another consultation, which is not required though they do so frequently, the consultant begins by revisiting the original LASSI scores, the student's goals, and then discussing what the student has tried and what progress has been made.

These consultations have become increasingly popular over the past several semesters and Academic Enhancement typically provides more than 1000 consultations each

academic year. Students consistently report that seeing their LASSI scores for the first time was like being able to put real terms to areas they believed they had been struggling with for some time.

Study Smarter Seminars

Study Smarter Seminars (SSS) are four-hour, non-credit bearing seminars that are offered several times each semester by Academic Enhancement. The LASSI is a centerpiece of the seminars and has been used both as part of the curriculum and a tool to refine the curriculum. While the University offers a first-year seminar course (UK 101), there is a continual demand for a one-time seminar that focuses on effective study strategies. The SSS was designed to meet this need and has registered more than 400 students per year

who self-select into the seminar.

Enrollment for each seminar is controlled and typically no more than 25 students are in any section, allowing for increased participation and group discussion. At the beginning of each seminar, students take a paper/pencil LASSI and self-score the assessment. The instructor then facilitates a discussion based on the students' scores, including common high and low points, why students think they received these scores, and what areas the students are interested in learning more about.

The remainder of the seminar focuses on a variety of interrelated topics which may include time management, note taking, critical reading, memory enhancement, exam preparation, or others.

The instructor is able to tie in each topic to the scores students received on the LASSI, and one intended outcome is for students to be able to see that such skills are quantifiable and may be improved with practice.

After each seminar, students' LASSI scores are entered into a master database where aggregate reports are created. Academic Enhancement uses these reports as part of ongoing assessment of the Study Smarter Seminars by ensuring that the concepts covered match the areas that students struggle with the most.

Customized Seminars

Similar in structure to the SSS, customized seminars are typically requested by an office, department, or program for a specific cohort of students. Interestingly, many such requests come from graduate

and professional programs. It is worth noting that Academic Enhancement uses the same LASSI instrument for these students as it does for first-year undergraduates and has received overwhelmingly positive results.

Such departments report that student attrition has decreased for the programs when requiring that students attend a seminar (while not changing other aspects of their student orientation or support).

Additionally, Academic Enhancement collects students' LASSI scores and builds an aggregate report after the seminar. This information is then passed to the requesting department. Some departments have had much success with presenting this report at faculty meetings and asking instructors to consider including continued discussions of certain strategies in their courses.

While the typical lowest common scores tend to be different for undergraduate and graduate students, Academic Enhancement has found that the assessment is a very reliable tool to use with either group.

Conclusion

In an environment where quantitative, normed data is often held in high regard, the LASSI has been an invaluable tool for making sense of where students need support. Moreover, it has been an excellent foundation for discussing learning strategies with a variety of students in both one-on-one and small group settings. Faculty and staff continue to take an interest in the uses of the LASSI, some even going so far as to incorporate specific strategies into their course curricula. Academic Enhancement will continue to use the LASSI to assess and refine various programs in a student-focused and data-driven environment.